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ABSTRACT

The guide was designed to aid teachers in incorporating career awareness units into major subject curricula on the elementary level. The major objectives are: to help the students develop positive self-concepts and attitudes toward careers; to learn about career opportunities; to expose students to diverse careers, life styles, and educational experiences; to help students relate their classroom work to occupations, and to become aware of diverse work roles within 15 occupational clusters (business, marketing, communication, construction, manufacturing, agribusiness, marine science, environment, public services, health, recreation, personal services, fine arts and humanities, consumer, and transportation). The Career Awareness modules consist of slides and tapes, interviewing techniques, an elementary dictionary of occupational titles, and instructional units. The instructional units (continued in this document) cover language arts, mathematics, social studies, reading, music or art, and contain behavioral objectives, suggested activities for the teacher, information sheets, student activity sheets, and student and teacher evaluation sheets. The units on the K-3 level attempt to prepare the students for job responsibility, to enable them to experience success, to acquire basic skills, and to identify positive traits of workers. For the intermediate grades, the objectives focus on building on basic skills and doing independent research. (JB)

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CAREER AWARENESS K-6

I Can Be Me — From A To Z

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CAREER AWARENESS
K-6
COMPILATION OF MODULES

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FOREWARD

This publication has been developed as an aid to teachers in organizing appropriate career foundations for elementary pupils.

American education has traditionally given career guidance at the secondary level; little organized emphasis has been given at the elementary level.

The elementary years are the bedrock for later decision making and adjustment. These are the years of curiosity and inquiry, trial and exploration, and relative freedom from prejudice. The elementary grades encompass the natural years for developing appropriate career foundations. The school, home, and community must see that these opportunities are not lost.

The State Department of Vocational and Technical Education commend the teachers, counselors, and administrators for their services and help to make this a successful publication.

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Field testing sites in Oklahoma 1973-74

Anita Craig--First grade--Blackwell
Dorthy McClung--Second grade--Blackwell
Ofa Stephenson--Third grade--Blackwell
Pam Scott--Second grade--Bartlesville
June Hartpence--Third grade--Bartlesville
Don Owens--Fourth and fifth grades--Bartlesville
Elvia Edwards--Elementary Counselor--Millwood
Dorthy Resneder--Kindergarten--Mullhall
Lynn Bevill--Second and third grades--Norman
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INTRODUCTION

The major purpose of Career Awareness K-6 is to promote positive attitudes toward self and the world of work and to learn about the multitude of occupational opportunities in our career oriented society.

Learning activities that afford the opportunity for pupils to experience success is one way to improve self image and at the same time become aware of the existence of a diversity of work roles included in the fifteen occupational clusters* developed by the USOE.

Career Awareness should be infused into the major subject areas to help pupils become aware of the relationships between occupations and what is being learned in the classroom.

* Business and Office Occupations Clusters
Marketing and Distribution Occupations Clusters
Communication and Media Occupations Clusters
Construction Occupations Clusters
Manufacturing Occupations Clusters
Agri-Business and Natural Resources Occupations Clusters
Marine Science Occupations Cluster
Environmental Control Occupations Cluster
Public Service Occupations Cluster
Health Occupations Cluster
Hospitality and Recreation Occupations Cluster
Personal Services Occupations Cluster
Fine Arts and Humanities Occupations Cluster
Consumer and Homemaking Occupations Cluster
Transportation Occupations Cluster

"I Can Be Me From A to Z" is a set of multi-media modules, including a teacher's manual, slides, cassette tapes, interviewing techniques, and an elementary dictionary of occupational titles. The modules are designed to be infused into the ongoing curriculum rather than being added on.

The activities included in the modules should be used to focus on career awareness rather than choice, to generate excitement rather than product, and to be evaluated in ways that will not dampen enthusiasm.

The modules will expose elementary pupils to different life styles, careers, career patterns, and educational experiences that enhance the individual and bring meaning into his life.

USE OF THIS PUBLICATION

Instructional Units or Modules

Career Awareness modules consist of visual/sound, interviewing techniques, elementary dictionary of occupational titles, and instructional units. Each module includes slides, cassette tapes, and a unit of instruction. Each instructional unit includes behavioral objectives, suggested activities for teachers, information sheets, student activity sheets, student evaluation sheets, and teacher evaluations.

Careful study of each instructional module by the teacher will help him/her determine:

A. The amount of material that can be covered in each class period.
B. The skills which must be demonstrated.
    1. Supplies needed
    2. Equipment needed
    3. Amount of class time needed for demonstrations
    4. Information for field trip preparation
    5. Resource people that must be contacted
    6. Additions or deletions to be made in each module

Objectives

Each unit of instruction is based on behavioral objectives. These objectives state the goals of the module, thus providing a sense of direction and accomplishment for the student and teacher.

Behavioral objectives are stated in two forms: Terminal Objectives, stating the subject matter to be covered in a module, and Specific Objectives, stating the student performance necessary to reach the terminal objective.

Since the objectives of the unit provide direction for the teaching-learning process, it is important for the teacher and students to have a common understanding of the intent of the objectives. A limited number of performance terms have been used in the objectives for this curriculum to assist in promoting the effectiveness of the communication among all individuals using the materials.

Following is a list of performance terms and their synonyms which were used in this material:

Name	Identify	Describe
Label	Select	Define
List in writing	Mark	Discuss in writing
List orally	Point out	Discuss orally
Letter	Pick out	Interpret
Record	Choose	Tell how
Repeat	Locate	Tell what
Give		Explain

Order	Distinguish	Construct
Arrange	Discriminate	Draw
Sequence		Make
List in order		Build
Classify		Design
Divide		Formulate
Isolate		Reproduce
Sort		Transcribe
		Reduce
		Increase
		Figure

Teachers should feel free to add objectives which will fit the material to the needs of their students and the school setting.

Suggested Activities

Each unit of instruction has a Teacher Activities sheet outlining steps to follow in accomplishing specific objectives. The activities are listed according to whether they are the responsibility of the instructor or the student.

Teacher: Duties of the teacher will vary according to the particular unit; however, for best use of the material they should include the following: arrange for the use of audio/visual equipment and any other equipment or material needed to present the unit. Teachers are encouraged to use any additional activities and teaching methods to aid students in accomplishing the objectives.

Students: Students' activities are listed which will help the student to achieve the objectives for the unit.

Information Sheets

Information sheets provide content essential for meeting the cognitive (knowledge) objectives of the unit. The teacher will find that information sheets serve as an excellent guide for presenting the background knowledge necessary to develop the skills specified in the terminal objective.

The teacher should present the information sheet according to her class.

Audio-Visual Materials

Slides and cassette tapes provide information to pupils through seeing as well as hearing the material being presented, thus reinforcing the learning process. The tapes are also effective for developing listening skills.

Audio-Visual materials can be used to develop a career awareness center in the classroom. Students can work individually with occupations of their interest.

Student Activity Sheet

This should be reproduced and used by pupils to practice activities for developing skills to accomplish the objectives.

Evaluation (optional)

Teacher observation and performance tests are used to measure student achievement of each objective listed in the unit of instruction. The individual test may be used to help the teacher spot difficulties being encountered by students in their efforts to accomplish the terminal objective. If activities are added or deleted to accomplish the terminal objective, test items should be constructed relative to the change.

Interviewing Techniques

These will aid teachers in adequately preparing pupils for obtaining desired information at the resource site, for interviewing resource people in the classroom, and for interviewing by telephone.

DOT Pamphlets

The *Dictionary of Occupational Titles* for upper elementary pupils should be used for independent research.

INTERVIEWING TECHNIQUES

General questions for a resource site

1. Number of different jobs in existence at the resource site.
2. Number of people employed in each job.
3. Nature of the work done.
4. Whether a particular job is expanding or declining.
5. Educational and training requirements.
6. Route to getting a particular job.
7. Age requirements to work in different areas.
8. Physical requirements.
9. Hours per week workers are required to work.
10. Opportunities for advancement.
11. Whether union or other membership is required.
12. Vacation time allotted.
13. Whether or not there are health insurance and retirement or pension plans.

Specific interview questions for individual resource people

1. What do you do on the job?
   a. What time did you go to work this morning?
   b. What was the first thing you did?
   c. How long did that take (cover the entire day)?
   d. Did you do anything yesterday that was different from today?
2. Why did you take this job?
3. Was this your first job choice?
4. How many times did you change your mind about what you wanted to be before you went to work?

5. What part of your job do you like best? Is there a part of your job you do not like? Are there any hazards?

6. Who depends upon your work?

7. What experiences and training on this job might prepare you for some other kind of job should you ever want to change?

8. Do you work nights or days?

9. Are you tired when you get home? On your job do you have to be nice to people who are crabby and ill-mannered?

10. What inventions could put you out of work?

11. Are people with your kind of skills usually needed even when business may be bad? Is your work at all seasonal? Is this type of work limited to geographical areas?

12. What type of education is necessary for this work?

13. What classes did you have in the sixth (any) grade that help you now in your work?

14. Is there any personal quality required for this job?

15. Give us a general idea about the starting salaries in this type of work.

16. When does your boss compliment you or when do you compliment your employees?

17. When are people fired?

18. What school did you attend?

19. What changes have taken place recently?

20. Do you expect any changes in the near future?

21. What qualifications do you need to get your job, such as

    a. Age

    b. Height

    c. Weight

    d. Sex

    e. Marital status

    f. Veteran

g. Union

h. License

22. Is it permissible to get another employee to cover your job if you want time off?

23. Did any of your leisure activities increase your ability to obtain this job or help you to perform better on this job?

24. Did you have to make a decision between two or more jobs?

25. Is there anything we need to know about the job that has not been asked?

Interviews by telephone

1. What are the different types of workers found in this plant?

2. What type of work do the majority of employees do?

3. Is the work outdoors or indoors?

4. What are the job duties?

5. What are the educational and experience requirements for these jobs?

6. What are the physical requirements?

7. What are possible weekly or monthly earnings?

8. What are the future opportunities?

9. Approximately how many workers are in the plant?

10. What are some of their specific job titles?

Elementary pupils can be prepared for formal interviews through 1) role playing, 2) informal taped interviews with peers, 3) informal interviews with adults (teachers, parents, and community people).

Prior to a mock interview, it will be necessary for pupils to gather facts about the job to be discussed. The student who acts as an interrogator must know what questions to ask. The person playing the role of the worker must know enough about the occupation to reply.

The following is a list of helpful hints for teachers and pupils when preparing for interviews:

1. Teachers should be aware and make students aware that misinformation may result from an interview. The worker may misunderstand the questions, or he may not have the detailed information that the student is seeking.

2. It may be helpful to send the talent a list of questions the class is considering.

3. Familiarize pupils with questions and have them mark the questions they would like to ask.

4. Inform pupils before an interview that the resource person does not have to answer a question if he does not want to.

5. Teachers should be alert to step in and help facilitate communication if either the student or resource is not understanding what the other has said.

6. The teacher should feel free to clarify questions and answers whenever it is desirable to do so.

7. Pupils should be given the opportunity to discuss the reason why a worker may oversell or undersell his field, such as a need to impress his listeners, a lack of information due to limited experiences in the field, or a need to rationalize his own success or failure on the job.

(NOTE: These interviewing techniques may be deleted from or added to in any way to meet the needs of a given group of pupils.)

References:

Nelson, Richard C. *Guidance and Counseling in the Elementary School.* New York: Holt, Rinehart, and Winston Inc., 1972.

Norris, Willa A. *Occupational Information in the Elementary School.* Chicago: Science Research Associates, Inc., 1969.

Wernick, Walter. *Able Model Program.* Dekalb: Northern Illinois University Press, 1972.

CAREER AWARENESS
UNIT I

Suggested Subject Area:
Art and Music

Grade Level:
K-3

TERMINAL OBJECTIVE

After completion of this unit, the pupil should be able to describe a job he can do for himself and a job he can do for his family. He should be able to select and perform a classroom duty. This ability should be evidenced to the satisfaction of the teacher.

SPECIFIC OBJECTIVES

After completion of this unit, the pupil should be able to:

1. Describe one job he can do for himself when getting ready to come to school.
2. Draw a picture of his family and describe a job he can perform for his family.
3. Select a classroom duty and perform the duty independently for a definite period of time.

CAREER AWARENESS
UNIT I

TEACHER ACTIVITIES

I. Jobs he can do for himself:

A. Let each pupil discuss a job he can do for himself. (Information Sheet)

B. Let each pupil draw a picture showing himself performing a job.

C. Teach pupils words to song about jobs, "All By Myself." (Student Activity Sheet #1a)

II. Jobs he can perform for his family:

A. Let each pupil draw a picture of his family and use pictures for scrapbook.

B. Let each pupil tell about his responsibilities at home. (Information Sheet)

C. Teach pupils song about family jobs, "Take Your Little Hands." (Student Activity Sheet #1b)

III. Classroom duties:

A. List the duties to be performed and procedures for performing these duties. (Information Sheet)

B. Let each pupil select and perform a duty independently.

C. Teach song about duties in the classroom, "What Shall We Do?" (Student Activity Sheet #1c)

(NOTE: Teacher should decide the method to use in teaching the songs, based on pupils' ability. Musical instruments may be used, such as rhythm sticks, drums, cymbals, jingle bells, etc.)

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Objectives

B. Information sheet

C. Student activity sheets

1. Student Activity Sheet #1a--"All By Myself"
2. Student Activity Sheet #1b--"Take Your Little Hands"
3. Student Activity Sheet #1c--"What Shall We Do?"

D. Evaluation

CAREER AWARENESS
UNIT I

INFORMATION SHEET

I. Jobs for himself

A. Grooming

B. Health

C. Others

II. Jobs for family

A. Making beds

B. Getting ready for school on time

C. Others

III. Classroom duties

A. Distributing materials

B. Collecting milk money

C. Putting away class materials

D. Caring for school pets

CAREER AWARENESS
UNIT I

STUDENT ACTIVITY SHEET #1a--"ALL BY MYSELF"

Sing this song lively.

Leader: Tell me, tell me, tell me true, one thing you can do all by yourself.

Children: I can brush my teeth, my teeth, my teeth,
I can brush my teeth all by myself.

Leader: Repeat.

Children: I can button my coat, my coat, my coat.
I can button my coat all by myself.

Leader: Repeat.

Children: I can zip a zipper, a zipper, a zipper.
I can zip a zipper all by myself.

Leader: Repeat.

Children: I can tie my shoes, my shoes, my shoes.
I can tie my shoes all by myself.

CAREER AWARENESS
UNIT I

STUDENT ACTIVITY SHEET #1b--"TAKE YOUR LITTLE HANDS"

Sing the following song lively and to the tune of "Here We Go Round the Mulberry Bush." Do actions with your hands.

Take your little hands and mow the lawn, mow the lawn, mow the lawn. Take your little hands and mow the lawn as we sing along this morning.

Take your little hands and rake the leaves, rake the leaves, rake the leaves. Take your little hands and rake the leaves, as we sing along this morning.

Take your little hands and shovel the snow, shovel the snow, shovel the snow. Take your little hands and shovel the snow, as we sing along this morning.

CAREER AWARENESS
UNIT I

STUDENT ACTIVITY SHEET #1c--"WHAT SHALL WE DO?"

Sing gaily and have children sing as a dialogue.

What shall we do? I say to you.

Let's find a broom today and sweep the trash away.

What shall we do? I say to you.

Let's find a nice green log for our little pet frog.

What shall we do? I say to you.

Let's build a house for our little white mouse.

(NOTE: Add stanzas to fit the context of the room.)

CAREER AWARENESS
UNIT I

EVALUATION
(Observation)

I. Describe orally one job he can do for himself when getting ready to come to school.

II. Draw a picture of his family and describe a job he can perform for his family.

III. Select a classroom duty and perform one duty for a definite period of time.

(NOTE: Teacher may observe the pupil for one week and later for another period of time.)

CAREER AWARENESS
UNIT II

Suggested Subject Area:
Reading (Getting Ready to Read)

Grade Level:
K-3

TERMINAL OBJECTIVE

After completion of this unit, the pupil should be able to see himself as a worthwhile worker by identifying the concepts that relate to a child and an adult, demonstrating his ability to properly handle "Getting Ready to Read" books, and describing a job, such as one members of his family perform that he can also perform.

SPECIFIC OBJECTIVES

Upon completion of the unit, the pupil should be able to:

1. Identify the concepts large - small, tall - short, and child - adult.
2. Demonstrate the ability to handle and turn pages in "Getting Ready to Read" books.
3. Describe orally a job he can do that is similar to a job a member of his family performs.

   (NOTE: A child may describe the job of any person in his family.)

CAREER AWARENESS
UNIT II

TEACHER ACTIVITIES

I. Identifying concepts:

A. Discuss the concepts large - small, tall - short, and adult - child.

B. Let pupils distinguish the concepts.

C. Discuss the slides.

(NOTE: Slides are optional. Magazine pictures pertaining to the concepts and to family workers may be brought to school by the children.)

II. Skills in handling "Getting Ready to Read" books:

A. Demonstrate to students the procedures in turning pages in book.

B. Let each pupil turn pages by himself.

III. Family members' jobs:

A. Read to pupils stories about family members' work.

B. Show slides of family members at work.

C. Let each pupil tell what he can do that is similar to a family member's work.

D. Let students bring their own working tools to class to use.

(NOTE: Slides may be presented after the stories.)

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Objectives

B. Information sheet

C. Student activity sheets

1. Student Activity Sheet #1a--My Dad a Carpenter
2. Student Activity Sheet #1b--My Brother a Truckdriver
3. Student Activity Sheet #1c--My Mom a Telephone Operator

D. Tape 1--Side #1a: Describes occupations of family workers

(NOTE: Tape is optional. Students may describe occupation of their own family workers.)

E. Slides (1-15)

1. Dog: Large - Small Concept
2. Adult: Child - Age Concept
3. Child With Book--A Child's Work
4. Weatherlady
5. Draftsman
6. Farmer
7. Ballet dance teacher
8. Newsreporter
9. Truckdriver
10. Line lady
11. Therapist
12. Auto mechanic
13. Desk clerk
14. Sales clerk
15. Home economist

F. Evaluation

CAREER AWARENESS
UNIT II

INFORMATION SHEET

I. Identifying concepts

A. Group discussions

1. Relate size concepts to himself

2. Relate size concepts to items in the classroom

B. Marking with chalk

1. Underline

2. Circle

II. Skills in handling "Getting Ready To Read" books

A. Big book for group demonstration

1. Demonstrate how to turn pages

2. Demonstrate how to find the correct page number

B. Observe each child

1. Handling pages

2. Turning to the correct page number

III. List jobs family members perform

A. At home

1. Mow lawn

2. Do laundry

3. Prepare lunch

B. To help others

1. Girl Scout sponsor

2. Coach of little league baseball

3. P.T.A. president

(NOTE: This sheet contains examples only; the teacher may add to or delete from this sheet according to her pupils.)

CAREER AWARENESS
UNIT II

STUDENT ACTIVITY SHEET #1a-MY DAD A CARPENTER

My dad is a carpenter. He wears overalls when he works. The overalls have many small pockets for tools. He wears an apron when he works.

He cuts wood with an electric saw-buzz, buzz, buzz.

He nails pieces of wood with a hammer-bang, bang, bang.

Sometimes Dad works with other carpenters. They build houses, stores, and many other buildings.

Dad is teaching me to use tools. I have a work bench. I have a saw and a hammer. Dad and I are building a playhouse for my sister.

CAREER AWARENESS
UNIT II

STUDENT ACTIVITY SHEET #1b-MY BROTHER A TRUCKDRIVER

My brother drives a big freight truck on long trips. The truck has a big trailer to carry all kinds of freight. It may carry toys, big machines, food, or furniture.

A truck driver has to be a safe driver. His truck is checked for safety before each trip.

Sometimes I do not see my brother for two weeks. He drives halfway across the country. Another man goes with him, and they take turns driving because they drive day and night.

I have a small red wagon I can use for a truck to carry groceries home from the market for my mom.

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CAREER AWARENESS
UNIT II

STUDENT ACTIVITY SHEET #1c--MY MOM A TELEPHONE OPERATOR

My mom helps people with calls they can't dial themselves.

My mom helps people make long distance calls and tells them the cost of calls.

My mom helps people call the police in an emergency.

My mom dials numbers for blind people.

I can find numbers in the telephone directory and make calls. I can also call the police, doctor, and fireman.

I can help my little brother dial numbers.

CAREER AWARENESS
UNIT II

EVALUATION

1. Identify the concepts large - small, tall - short, child - adult and select the one that is similar to him.

2. Demonstrate the ability to handle and turn pages in "Getting Ready to Read" books.

3. Describe orally a job he can perform that is similar to one a member of his family performs.

   (NOTE: A child may describe the job of any person in his family.)

CAREER AWARENESS
UNIT III

Suggested Subject Area:
Mathematics

Grade Level:
K-3

TERMINAL OBJECTIVE

After completion of this unit, the pupil should be able to use the basic skills of computation that are used by one school worker. He should also be able to describe the worker who uses such skills by completing the activity sheet.

SPECIFIC OBJECTIVES

After completion of this unit, the pupil should be able to:

1. Demonstrate the ability to:
   a. Sell lunch tickets and make correct change.
   b. Count the correct number of lunch tickets sold and count money collected for tickets.
2. Describe the school worker.

CAREER AWARENESS
UNIT III

TEACHER ACTIVITIES

I. Selling tickets

A. Make play money.

B. Let pupils add and subtract using play money.

C. Let each pupil tell how much he has paid for items in stores.

D. Role playing

1. Pupil as the school's secretary, selling tickets

2. Pupil as the buyer

3. Pupil computing on the chalk board the amount of change the buyer is to receive

II. Counting tickets

A. Make more tickets than the amount of pupils in class. (Information Sheet)

B. Let pupils count the number of tickets sold to buyers.

C. Pupils count the amount of money collected.

III. Describe the school worker

A. Give pupils a riddle about the school worker. (Student Activity Sheet #1a)

B. Pupils complete Activity Sheet #1b.

(NOTE: Make tickets from construction paper.)

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Objectives

B. Information sheet

C. Student activity sheets

1. Student Activity Sheet #1a--Riddle

2. Student Activity Sheet #1b--School Worker's Description Sheet

D. Evaluation

CAREER AWARENESS
UNIT III

INFORMATION SHEET

I. Selling lunch tickets

   A. Make correct change

   B. Count correct number of tickets sold

   C. Count money collected for tickets

II. Description of school worker

   A. Sells lunch tickets

   B. Collects lunch money

CAREER AWARENESS
UNIT III

STUDENT ACTIVITY SHEET #1a--RIDDLE

I work in the principal's office.
I answer the telephone.
I sell lunch tickets and count money.
I also listen to students when they come to the office.
Who am I?

CAREER AWARENESS
UNIT III

STUDENT ACTIVITY SHEET #16--SCHOOL WORKER'S DESCRIPTION SHEET

NAME_____

THE SECRETARY'S NAME IS

_____

_____

THE SECRETARY DOES THE FOLLOWING

_____

_____

CAREER AWARENESS
UNIT III

EVALUATION
(Observation)

I. Demonstrate the ability to:

   A. Sell lunch tickets and make correct change.

   B. Count the correct number of lunch tickets sold and count money collected for tickets.

II. Describe the school worker.

CAREER AWARENESS
UNIT IV

Suggested Subject Area:
Mathematics

Grade Level:
K-3

TERMINAL OBJECTIVE

After completion of this unit, the pupil should be able to use one basic skill of computation that is used by one school worker. He should also be able to describe the worker who uses such a skill by completing the activity sheet.

SPECIFIC OBJECTIVES

After completion of this unit, the pupil should be able to:

1. Measure ingredients for a cookie recipe.
2. Distinguish between a half size and a whole size.
3. Describe one school worker who uses measuring skills in his work.

TEACHER ACTIVITIES

I. Activities for recipe:

A. Write recipe on chart. (Student Activity Sheet #1a)

B. Let pupils read directions for recipe, measure ingredients, and mix cookies.

II. Distinguish size in measurement:

A. Let pupils distinguish between whole sizes and half sizes.

B. Let pupils separate the measuring equipment according to half and whole sizes.

III. Describe the school worker:

A. Discuss in writing or orally skills used by cooks to prepare lunches. (Information Sheet)

B. Pupils complete Student Activity Sheet #1b.

C. Teachers may substitute other recipes to include other units of measurements such as teaspoon, tablespoon, 1/4 cup, and 1/3 cup.

(NOTE: Teachers may need to arrange for electric hot plate and other cooking materials from kitchen cafeteria.)

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Objectives

B. Information sheet

C. Student activity sheets

1. Student Activity Sheet #1a--Cookie Recipes

2. Student Activity Sheet #1b--School Worker's Description Sheet

D. Evaluation

CAREER AWARENESS
UNIT IV

INFORMATION SHEET

I. Measuring ingredients

   A. Assemble ingredients

   B. Spoon lightly into measuring cups

   C. Level off ingredients in cups and spoons

   D. Measure accurately

II. Distinguishing sizes

   A. Whole sizes

   B. Half sizes

III. Description of worker

   A. Wears an apron

   B. Reads recipes

   C. Cooks lunch

STUDENT ACTIVITY SHEET #1a--COOKIE RECIPES

No-Bake Peanut Butter Cookies

1/2 cup Karo syrup, honey, or molasses
1/2 cup sugar
1 cup peanut butter
2 cups Special K cereal or other dry cereal

Bring syrup and sugar to boil. Remove from heat; stir in peanut butter. Add cereal. Drop by spoonfuls on metal tray or waxed paper.

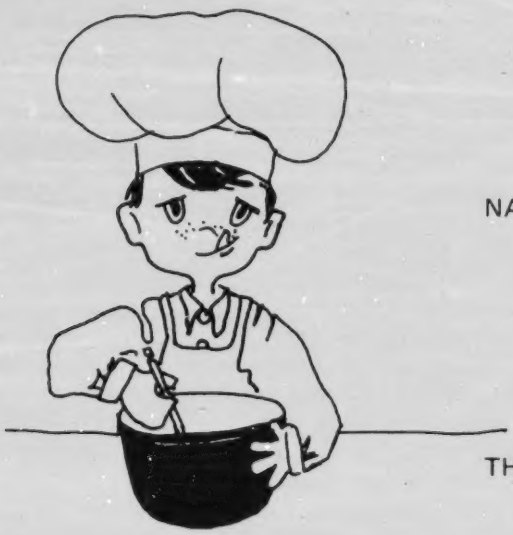
Genie Bars

1 cup sugar
1 cup light Karo syrup
1 1/2 cups peanut butter
7 cups Special K cereal
1 small package butterscotch chips
1 small package chocolate chips

Place sugar and syrup in saucepan and bring to a rolling boil. Add peanut butter and mix thoroughly. Place cereal in a large mixing bowl which has been buttered; pour syrup mixture over cereal and mix well. Press into a cookie sheet 15 1/2 x 10 1/2 x 1 inch. Frost with butterscotch and chocolate chip mixtures which have been melted over hot water. Cut into bars before mixture is completely cool. Yield: 4 dozen.

CAREER AWARENESS
UNIT IV

STUDENT ACTIVITY SHEET #1b--SCHOOL WORKER'S DESCRIPTION SHEET



NAME_____

THE COOK'S NAME IS

_____

_____

THE COOK DOES THE FOLLOWING

_____

_____

EVALUATION

1. Measure ingredients for a cookie recipe.

2. Place half size cooking equipment on the left side and whole size equipment on the right side of table.

3. Describe one school worker who uses measuring skills in his work.

CAREER AWARENESS
UNIT V

Suggested Subject Area:
Language Arts

Grade Level:
K-3

TERMINAL OBJECTIVE

After completion of the unit, the pupil should be able to describe terms associated with developing attitudes for effective employment. He should be able to evaluate his own personality and list ways to improve his strengths and weaknesses. He should also be able to identify positive character traits of effective workers in a teacher given situation.

SPECIFIC OBJECTIVES

After completion of the unit, the pupil should be able to:

1. Describe ten terms associated with developing attitudes for effective employment.
2. Identify positive character traits seen in himself and classmates.
3. Identify negative traits seen in himself.
4. List ways to improve strengths and weaknesses in his character.
5. Compare positive character traits in himself with character traits in other effective workers.

CAREER AWARENESS
UNIT V

TEACHER ACTIVITIES

I. Terms

A. Teachers and pupils discuss orally the meaning of terms. (Information Sheet)

B. Use terms in oral or written sentences.

(NOTE: Use two or three terms in each class session.)

C. Dramatize terms in class.

Examples:

1. Responsibility--Give a pupil the responsibility of delivering an oral message to the principal.

2. Grooming--Cleaning the nails; let the students show how to wash hands in warm water and soap and use orangewood stick to clean under the nails and around the cuticles.

3. Behavior (Role play)

Janet: (sitting in Tim's seat)

Tim: (shouting) Get out of my seat

Janet: (shouting back) Ok, I will.

II. Identify positive character traits

A. Teacher and pupils discuss positive character traits. (Information Sheet)

B. Pupils complete a personality inventory sheet. (Student Activity Sheet #1a)

C. Pupils give oral description of each other in the form of a guessing game. Description may include both physical and personality characteristics.

Example: He has red hair.
He plays with the Little League football team.
Guess who he is.

D. Each pupil names something he likes about another classmate.

III. Identify negative character traits

A. Teacher and pupils discuss negative character traits. (Information sheet)

B. Let each child select a trait or tell what he thinks may be a negative trait in himself.

IV. Improve strengths and weaknesses

A. Discuss or review the meaning of terms "strengths" and "weaknesses."

B. Pupils make word lists of good personality traits.

C. Pupils make a list of their own weaknesses and ask for classmates' suggestions to improve weaknesses. (Information sheet)

D. Read "situational story" about attitudes and let the students suggest ways to develop better attitudes. (Student Activity Sheet #1b)

V. Compare character traits

A. Listen to stories about successful workers. (Tapes provided in unit)

B. Identify positive character traits in the personalities of the characters.

C. Let pupil compare a positive character trait in himself with a character trait of one story character.

(NOTE: A tape recorder will be needed for this unit.)

CAREER AWARENESS
UNIT V

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Objectives

B. Information sheet

C. Student Activity Sheets

1. Student Activity Sheet #1a--Personality Inventory

2. Student Activity Sheet #1b--Situational Story: "Building Courtesy Attitudes"

3. Student Activity Sheet #1c--Situational Story: "Accepting Responsibility"

4. Student Activity Sheet #1d--Situational Story: "What Does It Mean To Be A Friend?"

5. Student Activity Sheet #1e--Situational Story: "Discriminate Between Accidental and Purposive Behavior"

6. Student Activity Sheet #1f--Situational Story: "Good Sportsmanship"

7. Student Activity Sheet #1g--Situational Story: "Reasons for Taking Turns"

8. Student Activity Sheet #1h--Situational Story: "Treat Others Like You Want To Be Treated"

D. Tape 1

1. Side #2a--Mr. Carter's Job

2. Side #2b--Mrs. Smith, The Veterinarian

(NOTE: Tape is optional. Narration for teacher is provided in the student activity sheets.)

E. Evaluation

INFORMATION SHEET

I. Vocabulary terms

A. Attitude--Position indicating action, feelings, or mood; a mental position of feeling regarding a fact or state

B. Ability--Physical, mental, or legal power to perform

C. Behavior--A way of conducting oneself

D. Courtesy--To perform with politeness and expression of respect

E. Dignity--The quality of being a worthy person

F. Grooming--To make neat and tidy

G. Habit--A custom or practice that could be good or bad

H. Involvement--To be a participant or occupy oneself

I. Interest--To give special attention to something

J. Leisure--Freedom from work or business

K. Negative--Always looking for the worst; never a bright outlook

L. Opportunity--A good chance or a favorable combination of time and place

M. Positive--Filled with confidence; admitting no doubt

N. Responsibility--To take charge or be trusted with important matters

O. Strength--Strong points; your best qualities; things one can do well

P. Success--Satisfactory completion of something

Q. Trait--A distinguishing quality of character

R. Weakness--Lacking in skills; lack of strength; faults or defects from lack of skill or organization

(NOTE: The teacher should change the meaning of the term to her pupils' level.)

II. Positive character traits

A. Kindness

B. Appearance

C. Punctuality

III. Negative traits

A. Untidiness

B. Troublemaker attitude

C. Cheating

D. Disrupting class

E. Being mean

IV. Improve strengths and weaknesses

A. Strengths

1. Sharing with other students

2. Taking turns

B. Weaknesses

1. Inattentive (group discussion)

2. Adjusting to the environment (students give ideas)

(NOTE: These are suggested strengths and weaknesses. The students may name others.)

V. Compare positive character traits

A. Accepting responsibility

B. Working hard

C. Being happy to help others

STUDENT ACTIVITY SHEET #1a--PERSONALITY INVENTORY

1. What I like best to do is--

2. What I like least to do is--

3. My favorite hobby is--

4. It makes me happy when--

5. A "neat" person is one who--

6. I am a good leader when we play--

7. I am disappointed when--

8. I like people who--

9. I dislike people who--

10. In my spare time I like to--

STUDENT ACTIVITY SHEET #1b--SITUATIONAL STORY: "BUILDING COURTESY ATTITUDES"

Purpose: To help pupils build desirable attitudes toward courtesy in their relationships with their peers and others.

Situation: Bill always likes to be first; he pushes to be first in line. At the drinking fountain he pushes several other children out of line and gets in front of them. He wants to be first to recite, first to finish his assignments, first in all games, and first to finish any job.

Suggested discussion: Why do you think Bill is this way? How can we help Bill? Name some other ways Bill can feel worthwhile instead of by being first.

STUDENT ACTIVITY SHEET #1c--SITUATIONAL STORY: "ACCEPTING RESPONSIBILITY"

Purpose: To help pupils become more cooperative, dependable, and willing to accept responsibility.

Situation: Lily bounced into the family kitchen, slamming the back door behind her, dropping her school books onto the table. "Hi Mom, I'm home!" she called out. "Jeanne's coming over to play."

"Oh no she's not," Lily's mother replied irritably. "How many times have I told you that you are not going to have your friends in to play until you clean up the mess in your room?"

Suggested discussion: How did Lily feel about Mother? How did Lily feel about cleaning her room? Do you think Mother was fair to Lily?

CAREER AWARENESS
UNIT V

STUDENT ACTIVITY SHEET #1d-SITUATIONAL STORY: "WHAT DOES IT MEAN TO BE A FRIEND?"

Purpose: To help pupils realize why they alienate their peers and to give them ideas for making friends.

Situation: "I think I'll see if Tommy will play with me," thought Brian. "There he is over by the jungle gym."

Brian ran over to Tommy. He grabbed Tommy's jacket and pulled him around.

"Look what you did! You tore my jacket," cried Tommy. "I'm going to tell the teacher."

"Golly, I guess I'll play by myself," thought Brian. "If you touch anyone he starts griping."

Suggested discussions: How does Brian feel? How does Tommy feel? Can you help Brian make some friends?

CAREER AWARENESS
UNIT V

STUDENT ACTIVITY SHEET #1e--SITUATIONAL STORY: "DISCRIMINATE BETWEEN ACCIDENTAL AND PURPOSIVE BEHAVIOR"

Purpose: To help pupils explore behavior which is accidental. Also to help them discriminate between accidental and purposive behavior.

Situation: During their play time, the children could play anything they wanted. Laurie and Pam decided to play hopscotch. Bobby and David were playing tag. They were running fast. David was determined to catch Bob. Bob was trying to get away. He ran right through Laurie and Pam's hopscotch game, kicking one of the rocks out of the squares.

Suggested discussions: How did the girls feel? What could the girls do? What could the boys do? Why did the boys do this?

CAREER AWARENESS
UNIT V

STUDENT ACTIVITY SHEET #1f--SITUATIONAL STORY: "GOOD SPORTSMANSHIP"

Purpose: This story is used with pupils who are not good sports. Pupils should have a better understanding of this behavior after discussion of the story.

Situation: During the noon hour the boys were going to play dodge ball. They had divided into teams. Danny's team was in the center first. This was Danny's favorite game and he just knew that he could stay in the game longer than any other boy.

The game had just begun. Kenny threw the ball low and hard. It hit Danny's leg.

"I wasn't ready," Danny shouted. "That doesn't count. You guys don't even know how to play."

Suggested discussion: Why does Danny behave this way? How do the boys feel? What does it mean to be a good sportsman?

CAREER AWARENESS
UNIT V

STUDENT ACTIVITY SHEET #1g--SITUATIONAL STORY: "REASONS FOR TAKING TURNS"

Purpose: This story and the discussion help the pupil who does not take turns to see alternate ways of behaving. Also other pupils will have a better understanding of why a pupil does not take turns.

Situation: It was recess time and the pupils were enjoying the warm weather. Some were playing tag; others, ball; and some were just visiting.

Cindy, Judy, Debbie, and Lisa were taking turns jumping rope. Kit came running up, waving, "I want to play."

The girls said, "All right."

When it came Kit's turn, she missed on her second jump. "That didn't count! You turned too fast! I get another turn!"

Suggested discussion: How could Cindy, Judy, Debbie, and Lisa react to Kit? How did Cindy, Judy, Debbie, and Lisa feel? How did Kit feel? In what other ways could Kit have behaved?

CAREER AWARENESS
UNIT V

STUDENT ACTIVITY SHEET #1h-SITUATIONAL STORY: "TREAT OTHERS LIKE YOU WANT TO BE TREATED"

Purpose: This story should help pupils understand the meaning of respect for others. Also, they should see the purpose behind this behavior.

Situation: "Get out of here. This is where we play dodge ball," shouted Jim. "Can't you see the circle?"

"We didn't know you boys were going to play ball," answered Janet. "We'll leave. But you don't have to yell at us."

Suggested discussion: How do the girls feel? How does Jim feel? Why would Jim shout at the girls?

CAREER AWARENESS
UNIT V

TAPE #2a--MR. CARTER'S JOB

Mr. Carter works for a telephone company. Mr. Carter's job is to install telephones in homes, offices, and stores throughout the city.

Mr. Carter must be at work at 8:00 o'clock in the morning, and he is always on time.

People all over the city want telephones. These people are called customers.

Every morning Mr. Carter stops at the telephone garage to get his truck and then to the warehouse to pick up telephones and his tools. Mr. Carter is responsible for his truck, all the telephones, and tools.

Mr. Carter has to be neat when he is working. He must not damage the places where he installs the telephones.

Mr. Carter has to work quickly and carefully to be sure each telephone is in working order.

Mr. Carter works 8 hours a day. Each week he works 40 hours.

Each week the telephone company gives Mr. Carter a pay check. An amount of Mr. Carter's earnings is paid to the United States government in the form of income tax.

The telephone company sends the tax money to the government in Washington.

The government uses the income tax to give services and help to all the people. Some of the money is used to defend our country.

It pays for the Army, the Navy, the Air Force, and the Marines. Some money is used to help poor people in many parts of the world.

Sometimes Mr. Carter works overtime. When he works overtime, he earns his regular pay for an hour plus one-half of his regular pay.

The more money Mr. Carter earns the more he must pay in income tax. But when he earns more his family can spend more.

Mr. Carter works hard to earn overtime pay. But he is happy to be able to work to earn extra money.

When Mr. Carter earns more money, his family can buy more of the things that they need and want.

It is only by working hard that most people like Mr. Carter can earn the money they need and want to spend and save.

CAREER AWARENESS
UNIT V

TAPE #2b--MRS. SMITH, THE VETERINARIAN

Johnny has a pet dog named Frisky. Frisky will not eat or play. "Frisky must be sick," says Johnny's mother. "Let's take him to the veterinarian." "What is a veterinarian?" asks Johnny. "An animal doctor," says Mother.

Johnny and Mother take Frisky to see Dr. Smith.

The doctor's waiting room is full of animals--Mary's swinging monkey, Grandma's noisy parrot, Billy's fighting cat. The doctor is kind to each animal. She takes care of the pets.

Polly's wing is broken. The doctor puts a splint on it. The doctor puts medicine on the cat's cut eye. She gives the monkey a shot to keep him from getting sick.

Dr. Smith put Frisky on a table. She listened to Frisky's heart. She looked into Frisky's eyes and mouth.

"Frisky needs an operation," says the doctor. Dr. Smith carried Frisky to the hospital.

Dr. Smith has a helper named Sally. Sally takes care of the hospital. She keeps the cages neat and clean. She is kind to each animal.

After a few days Dr. Smith operated on Frisky and made Frisky well. Johnny came to carry Frisky home. Frisky jumped up on Johnny. He was glad to see him. Dr. Smith was glad too. She is always happy to make animals well.

CAREER AWARENESS
UNIT V

EVALUATION

1. Describe ten terms associated with developing attitudes for effective employment.
2. Identify three positive character traits seen in himself and his classmates.
3. Identify three negative character traits seen in himself.
4. List two ways to improve strengths and weaknesses in his character.
5. Compare two character traits in himself with the character traits in one story character.

CAREER AWARENESS
UNIT I

Suggested Subject Area:
Mathematics

Grade Level:
Intermediate

TERMINAL OBJECTIVE

After completion of the unit, the pupil should be able to describe workers that use computation skills in their work. He should be able to perform one basic computation skill used by each worker.

SPECIFIC OBJECTIVES

After completion of the unit, the pupil should be able to:

1. Describe six workers who use computation skills in their work.
2. Perform one basic computation skill used by each worker.

CAREER AWARENESS
UNIT I

TEACHER ACTIVITIES

I. Presentation of workers

A. Arrange for the following equipment and materials before presenting the unit

(NOTE: In presenting this unit, make certain the children understand coin value, dimension measurement, and visual estimation of liquid measure.)

1. Carrousel slide projecter
2. Tape recorder
3. Film screen
4. Paper cup for each student
5. Twelve inch ruler
6. A sheet of paper and pencil for each student

B. Explain to the class the unit is an audio-visual exercise

(NOTE: The tape describes each worker.)

II. Performance skills

A. Have the pupils follow the directions on the tape

B. Encourage the pupils to interact with the teacher on the tape

(NOTE: The performance skills on the tape are illustrated in the student activity sheets.)

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Objectives

B. Information sheet

C. Student activity sheets

1. Student Activity Sheet #1a--Short Order Shop Menu
2. Student Activity Sheet #1b--Figure the Groceryman's Profit
3. Student Activity Sheet #1c--Decision Making
4. Student Activity Sheet #1d--Figure the Cosmetologist's Profit
5. Student Activity Sheet #1e--Record and Total the Bank Receipts
6. Student Activity Sheet #1f--Mark Off Fractions on the Medicine Container
7. Student Activity Sheet #1g--Measuring a Piece of Board

D. Tape 2--Side 1a: Workers Using Computation Skills

(NOTE: Tape is optional. Narration is provided in student activity sheets.)

E. Slides (16-28)

16. Coins
17. Currency
18. Cashier
19. Menu
20. Groceryman
21. Farmer
22. Groceryman
23. Cosmetologist
24. Customers
25. Bankteller
26. Deposit slip
27. Pharmacist
28. Carpenter

(NOTE: Slides are optional. Magazine pictures of workers using computation skills may be used.)

F. Evaluation

CAREER AWARENESS
UNIT I

INFORMATION SHEET

Workers using computation skills:

A. Cashier--Figures the cost of an order, including tax

B. Groceryman--Figures the cost of items and the amount of profit made when selling to customers

C. Cosmetologist--Figures the profit a cosmetologist makes in one day

D. Bank teller--Adds the amount of money deposited in the bank for lunch checks

E. Pharmacist--Estimates a half-way mark on a glass or empty medicine container

F. Carpenter--Measures the length and width of the classroom floor

CAREER AWARENESS
UNIT I

STUDENT ACTIVITY SHEET #1a--SHORT ORDER SHOP MENU

The pupils make an order of foods from the chart and figure the cost, including tax.

SHORT ORDER SHOP MENU

Sandwiches	
Cheese	25¢
Ham	30¢
Hamburger	30¢
Peanut butter	20¢
Hot dog	20¢
Tuna	25¢

Beverages	
Milk	12¢
Milk shake	25¢
Root beer	10¢
Orange	10¢

Desserts	
Ice cream	15¢
Cake	20¢
Pie	20¢

CAREER AWARENESS
UNIT I

STUDENT ACTIVITY SHEET #1b--FIGURE THE GROCERYMAN'S PROFIT

The groceryman purchased 10 pounds of peaches from the farmer at 40¢ per pound. The groceryman sold the peaches at 55¢ per pound. What was the groceryman's profit?_____

CAREER AWARENESS
UNIT I

STUDENT ACTIVITY SHEET #1c--DECISION MAKING

Pupils and teacher decide what the groceryman should purchase for his customers during each season of the year. Discuss what he should stock for people in different geographical areas.

CAREER AWARENESS
UNIT I

STUDENT ACTIVITY SHEET #1d--FIGURE THE COSMETOLOGIST'S PROFIT

The cosmetologist styled hair for six customers today and each customer paid the cosmetologist $8.00. How much money did the customers pay the cosmetologist?

The products used cost a total of $14.00. How much money did the cosmetologist have left for her own use?

CAREER AWARENESS
UNIT I

STUDENT ACTIVITY SHEET #1e--RECORD AND TOTAL THE BANK RECEIPTS

Record and total the amount of money deposited in the Lincoln Elementary bank.

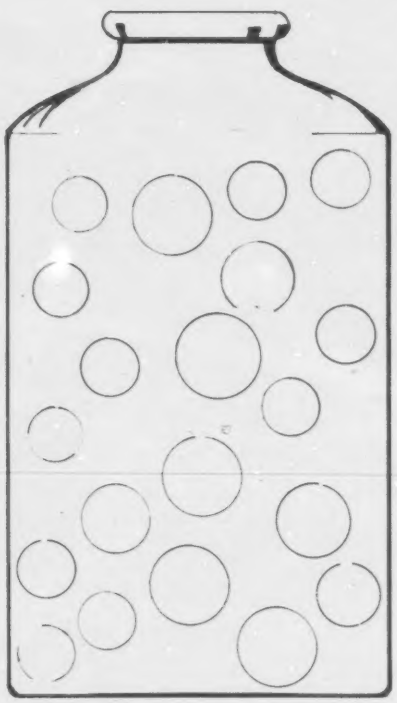
A check for $3.28
$5.00 in currency
$.90 in coins

CASH	CURRENCY		
	COIN		
CHECKS			
TOTAL			
LESS CASH RECEIVED			
NET DEPOSIT			

CAREER AWARENESS
UNIT I

STUDENT ACTIVITY SHEET #1f--MARK OFF FRACTIONS ON THE MEDICINE CONTAINER

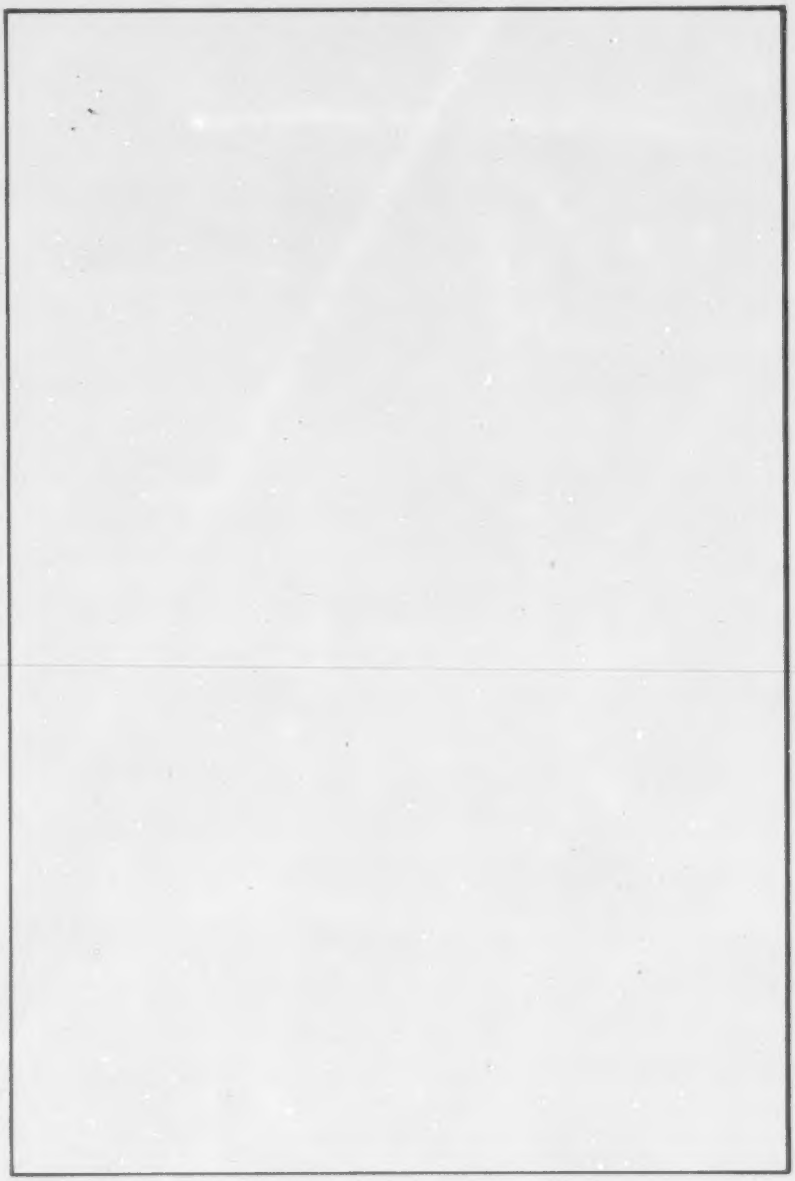
Estimate the 1/4 and 1/2 mark on the medicine container.



CAREER AWARENESS
UNIT I

STUDENT ACTIVITY SHEET #1g-MEASURING A PIECE OF BOARD

Use your ruler and measure the length and width of the piece of board.



CAREER AWARENESS
UNIT I

EVALUATION

I. Describe orally six workers who use computation skills in their work.

II. Perform one basic computation skill that each worker used in his work.

CAREER AWARENESS
UNIT II

Suggested Subject Area:
Language Arts

Grade Level:
Intermediate

TERMINAL OBJECTIVE

After completion of the unit, the pupil should be able to identify ten workers from ten different job clusters and match each worker with a rhyme that describes him. He should also be able to develop a short paragraph about other workers in the same job cluster.

SPECIFIC OBJECTIVES

After completion of the unit, the pupil should be able to:

1. Name ten workers from ten different job clusters.
2. Match each worker with a rhyme that describes him.
3. Choose a related worker from each of the ten different job clusters and develop a written paragraph or rhyme about the worker.

CAREER AWARENESS
UNIT II

TEACHING ACTIVITIES

I. Matching workers with rhymes

A. Give each pupil a rhyme describing a worker to read silently (Information Sheet #1)

B. Let each pupil read his rhyme to the class

C. Pupils will guess which worker is being described

II. Developing paragraphs describing workers

A. Discuss with the class many other workers who perform similar work to the worker described in the rhymes

B. Write on the chalk board a short rhyme about a worker related to one of the job clusters (Information Sheet #2)

C. Give each pupil a student activity sheet to develop a paragraph or rhyme

D. Let each pupil read his paragraph or rhyme to the class and show his picture

(NOTE: The student activity sheet contains phrases and illustrations to help students develop the paragraphs or rhymes.)

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Objectives

B. Information sheet

C. Student activity sheets

1. Student Activity Sheet #1a--Airline Ticket Agent
2. Student Activity Sheet #1b--Contractor
3. Student Activity Sheet #1c--Ship Navigator
4. Student Activity Sheet #1d--Advertising Salesman
5. Student Activity Sheet #1e--Painter

6. Student Activity Sheet #1f--Doctor

7. Student Activity Sheet #1g--Judge

8. Student Activity Sheet #1h--Librarian

9. Student Activity Sheet #1i--Landscaper

10. Student Activity Sheet #1j--Store Manager

D. Evaluation

CAREER AWARENESS
UNIT II

INFORMATION SHEET

I. Workers of ten different job clusters

A. Airplane pilot

I steer the plane, take off and land,
Watch weather, speed and height.
Up in the air I am the boss,
And safely guide each flight.

B. Cement mason

I mark the place for basement floors
With forms for width and length.
I make the walls with concrete blocks,
Check evenness and strength.

C. Fisherman

At the break of day I grab my coat
And take my crew out in the boat.
Dragging nets of heavy twine,
I catch food that's really fine.
I work hard as you can see
And make my living from the sea.

D. T.V. cameraman

I move the camera back and forth
And push it in and out,
Follow the action with the lens
As people move about.

E. Architect

I check the site, the laws, and codes,
Draw plans for building crews
To show them how the house will look,
And what materials to use.

F. Anesthetist

My job's to kill the patient's pain
When operations start.
I may use medicine or gas
And check the breath and heart.

G. U.S. soldier

I work to serve my country well
On land, on sea, in air.
I try to help my country fight
For freedom everywhere.

H. Football quarterback

I help to make each football play
And work hard to win each day.
But even if my team should lose,
Good sportsmanship I'll always use.

I. Forester

I study the soil and underground water, too
And figure out what is best to do
To control fires, insects, and disease
That destroy our beautiful trees.

J. Department store buyer

I buy whatever will be sold
In my part of the store.
I pick the colors, sizes, styles,
Know when to order more.

II. Rhymes describing related workers of the ten different job clusters

A. Airline ticket agent

I sell the tickets for the planes,
Tell when they come and go.
I tag the bags, tell passengers
The things they want to know.

B. Contractor

I hire men to do the work
For building, plumbing, light.
I tell them on what days to work,
See that the work's done right.

C. Ship navigator

I watch the sun and the stars.
I also watch the clocks.
I tell the crew what the weather will be
By making maps for the ship's path on the sea.

INFORMATION SHEET

D. Advertising salesman

The T.V. time is what I sell,
One minute, two, or three.
The station will get paid to show
Commercials that you see.

E. Painter

I mix the paint and stir it well.
The color must be right.
I paint the ceilings and the walls
I make them clear and bright.

F. Doctor

I check to find out what is wrong.
Plan the treatment that is best.
I write my orders on a chart
For patient's care and rest.

G. Judge

In the courtroom of the town,
I wear a long black gown.
I work with lawyers and police
To guard the law and keep the peace.

H. Librarian

I work at my library; I try to know each book.
Then when a person wishes it, together we will look
For story books, picture books, and reading books.
We look until we find the book.
That we both think will do.

I. Landscaper

I check the soil and sun and shade.
To see where things will grow.
Then plant the bushes and the trees
Lay sod down row by row.

J. Store manager

To manage means to be in charge.
I manage the whole store.
I have to know what work is done
On every single floor.

CAREER AWARENESS
UNIT II

STUDENT ACTIVITY SHEET #1a--AIRLINE
TICKET AGENT

Use the phrases below to develop a short paragraph or rhyme describing the worker.

1. Sells tickets
2. Tags bags

CAREER AWARENESS
UNIT II

STUDENT ACTIVITY SHEET #1b--CONTRACTOR

Use the phrases below to develop a short paragraph or rhyme describing the worker.

1. Hires men to do work
2. Tells them on what days to work

CAREER AWARENESS
UNIT II

STUDENT ACTIVITY SHEET #1c--SHIP NAVIGATOR

Use the phrases below to develop a short paragraph or rhyme describing the worker.

1. Watches the weather
2. Makes a map for the ship's path

CAREER AWARENESS
UNIT II

STUDENT ACTIVITY SHEET #1d ADVERTISING SALESMAN

Use the phrases below to develop a short paragraph or rhyme describing the worker.

1. Sells television time
2. Finds commercials that stations will show

CAREER AWARENESS
UNIT II

STUDENT ACTIVITY SHEET #1e--PAINTER

Use the phrases below to develop a short paragraph or rhyme describing the worker.

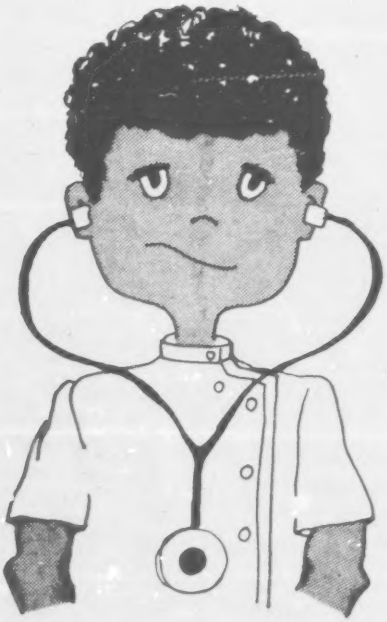
1. Mixes and stirs paint
2. Paints ceilings and walls

CAREER AWARENESS
UNIT II

STUDENT ACTIVITY SHEET #1f--DOCTOR

Use the phrases below to develop a short paragraph or rhyme describing the worker.

1. Plans the treatment
2. Writes orders for patients



CAREER AWARENESS
UNIT II

STUDENT ACTIVITY SHEET #1g--JUDGE

Use the phrases below to develop a paragraph or rhyme describing the worker.

1. Wears a long black gown
2. Works with lawyers and police

CAREER AWARENESS
UNIT II

STUDENT ACTIVITY SHEET #1h--LIBRARIAN

Use the phrases below to develop a short paragraph or rhyme describing the worker.

1. Knows each book
2. Looks for picture books, story books, and reading books

QUIET PLEASE

CAREER AWARENESS
UNIT II

STUDENT ACTIVITY SHEET #1i-LANDSCAPER

Use the phrases below to develop a short paragraph or rhyme describing the worker.

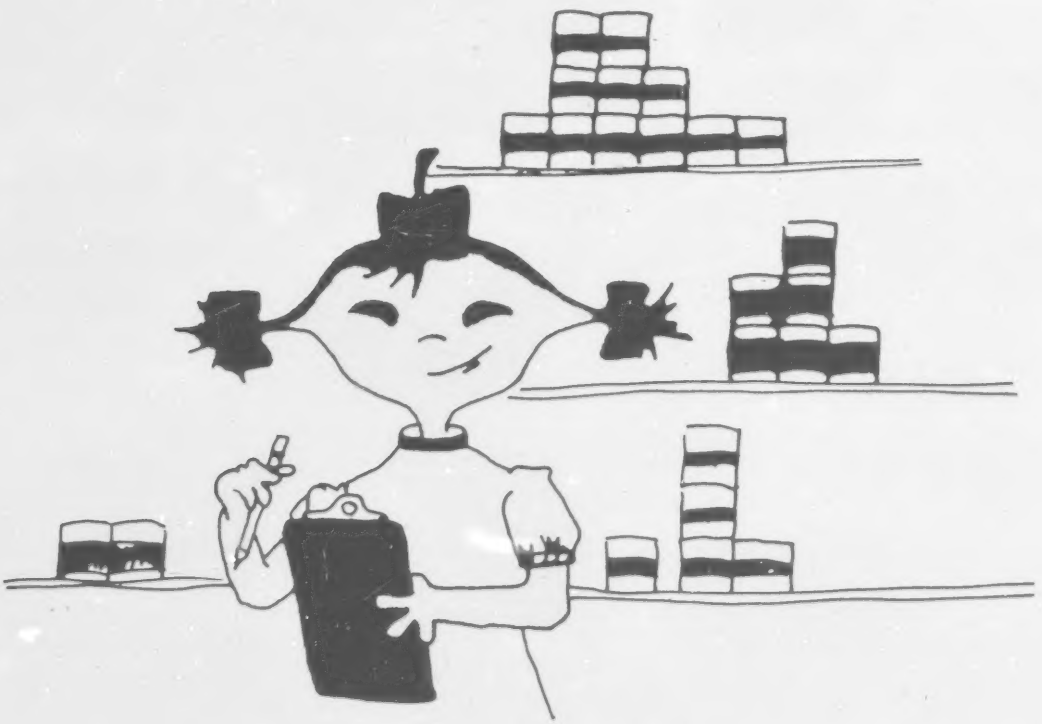
1. Checks soil, sun, and shade
2. Plants bushes and trees

CAREER AWARENESS
UNIT II

STUDENT ACTIVITY SHEET #1j-STORE MANAGER

Use the phrases below to develop a paragraph or rhyme describing the worker.

1. Is in charge
2. Manages the whole store



CAREER AWARENESS
UNIT II

EVALUATION

1. Name ten workers from different job clusters.

2. Match each worker with a rhyme that describes him.

3. Choose a related worker from each of the ten different job clusters and develop a written paragraph or rhyme about the worker.

CAREER AWARENESS
UNIT III

Suggested Subject Area:
Language Arts

Grade Level:
Intermediate

TERMINAL OBJECTIVE

After completion of this unit, the pupil should be able to select the correct topic sentence in short paragraphs that describe workers in individual job families of the health cluster. He should be able to perform independent research of other job families in the health cluster.

SPECIFIC OBJECTIVES

After completion of this unit, the pupil should be able to:

1. Select the correct topic sentence in each short paragraph that describes each worker.

2. Perform independent research of other job families in the health cluster in the *Elementary Dictionary of Occupational Titles*.

   (NOTE: The *DOT* pamphlet is included in this module. Other resource books may be used.)

CAREER AWARENESS
UNIT III

TEACHER ACTIVITIES

(NOTE: In presenting this unit, make certain the pupils understand that a topic sentence tells what the paragraph will be about and gives the main idea of the paragraph.)

I. Presentation of workers

A. Arrange for the following equipment and materials before presenting the unit.

1. Carrousel slide projector

2. Tape recorder

B. Explain to the class--The unit is an audio-visual exercise, and the tape describes each worker in the form of a short paragraph.

C. Encourage the pupils to listen for the topic sentence.

D. After each worker is described, stop the tape and let the pupils state the topic sentence. (Information Sheet)

E. Let the pupil give the reason for his selection.

(NOTE: The paragraphs are also provided in the student activity sheets. Copies may be reproduced for hand-outs on which the pupils may underline the topic sentence.)

II. Independent research

A. Explain the use of *Elementary Dictionary of Occupational Titles.*

1. Contains occupational clusters

2. Includes individual job families with a listing and discussion of the function of individual occupations

B. Let each pupil choose an occupation from the list, (Information Sheet)--Find the occupation in the *Elementary DOT* and read the description of the occupation.

C. This unit should be concluded with a field trip to a health clinic or some other area of health.

(NOTE: Refer to the field trip preparations and interviewing techniques.)

CAREER AWARENESS
UNIT III

INSTRUCTIONAL MATERIALS

Included in this unit:

A. Objectives

B. Information sheet

C. Student activity sheets

1. Student Activity Sheet #1a--Public Health Nurse
2. Student Activity Sheet #1b--Public Health Laboratory Worker
3. Student Activity Sheet #1c--Dentist
4. Student Activity Sheet #1d--Microbiologist
5. Student Activity Sheet #1e--Medical Social Worker

D. Tape 2-Side 1b: Describes occupations in the health cluster

(NOTE: Tape is optional. Narration is provided in the student activity sheets.)

E. Slides (29-33)

29. Public health nurse
30. Public health laboratory worker
31. Dentist
32. Microbiologist
33. Medical social worker

(NOTE: Slides are optional. Magazine pictures of health workers may be used.)

F. Evaluation

G. Resource materials

CAREER AWARENESS
UNIT III

INFORMATION SHEET

I. Topic sentences describing workers

A. Public health nurse--Has many duties; she or he may work with people in their homes, schools, or clinics

B. Public health laboratory worker--Works in a laboratory; he or she tests samples of food, water, and sewage

C. Dentist--Does many things to help take care of people's teeth

D. Microbiologist--Studies tiny organisms that cause people to be sick

E. Medical social worker--Helps a person who is handicapped to learn to like himself and his new way of life

II. Health related occupations

A. Mental health and mental health services

1. Psychiatrist

2. Psychologist

3. Psychometrist

B. Medical and biological science services

1. Medical technologist

2. Medical assistant

3. Veterinary lab technician

C. Dentistry and dental science services

1. Dental assistant

2. Dental laboratory technician

3. Dental hygienist

INFORMATION SHEET

D. General hospital and medical office related occupations

1. Nursing aid
2. Receptionist
3. X ray clerk

E. Personal and community health services

1. School nurse
2. Sanitarian
3. Public health educator

CAREER AWARENESS
UNIT III

STUDENT ACTIVITY SHEET #1a--PUBLIC HEALTH NURSE

Select the topic sentence in the following paragraph describing the public health nurse.

A public health nurse has many duties. She works with people in their homes, schools, and clinics. The public health nurse gives medicine to people in their homes if the doctor asks her to do it. She teaches people about better health habits such as brushing their teeth everyday. The public health nurse may work in a school and take care of children when they get sick or hurt. She also helps with shot clinics where people can get shots for their children free of charge.

CAREER AWARENESS
UNIT III

STUDENT ACTIVITY SHEET #1b--PUBLIC HEALTH LABORATORY WORKER

Select the topic sentence in the following paragraph describing the public health laboratory worker.

A public health laboratory worker is a person who works in a laboratory. He or she tests samples of food, water, and sewage. He uses his test results to point out diseases. He does research such as finding ways of controlling diseases. He also makes vaccines which, when taken, keep a person from getting certain diseases. As you can see, the public health laboratory worker has many tasks that are important to health in the community.

CAREER AWARENESS
UNIT III

STUDENT ACTIVITY SHEET #1c--DENTIST

Select the topic sentence in the following paragraph describing the dentist.

A dentist does many things to help take care of people's teeth. He fills teeth when they are decayed and pulls teeth that are no longer good. He cleans teeth by scraping off all the materials that are not part of the enamel of the tooth. He makes false teeth for people who must have all of their teeth pulled. He may also speak to school children about the proper way to care for their teeth. He may help with dental clinics where children's teeth are checked free of charge.

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CAREER AWARENESS
UNIT III

STUDENT ACTIVITY SHEET #1d--MICROBIOLOGIST

Select the topic sentence in the following paragraph describing the microbiologist.

A microbiologist is a person who studies tiny organisms that cause people to be sick. He tries to find out what will keep these organisms from making people sick. He also tries to find out how to get rid of them once they are in a person's body and to do what he can to make people well. As we can see, a microbiologist's work is very important to our health.

CAREER AWARENESS
UNIT III

STUDENT ACTIVITY SHEET #1e--MEDICAL SOCIAL WORKER

Select the topic sentence in the following paragraph describing the medical social worker.

A medical social worker helps a person who is handicapped to learn to like himself and his new way of life. (An example of a handicapped person is a person who loses a leg or arm in an accident.) Many times, a handicapped person feels useless and does not believe in himself. At such times, the medical social worker will try to show this person that he is worthwhile and help him learn to trust himself again. The medical social worker also helps the family of a handicapped person get used to their new way of living. Sometimes, this may mean that the family may have to move to a new town. As you can see, a medical social worker has many important tasks.

CAREER AWARENESS
UNIT III

EVALUATION

I. Select the correct topic sentence in each paragraph that describes each of five workers in the health occupation cluster.

II. Select a health occupation in the *Dictionary of Occupational Titles* and read the description or function of the occupation.

CAREER AWARENESS
UNIT III

RESOURCE MATERIALS

Books

Come Work With Us
Sextant Systems
3448 North 34th Street
Milwaukee, Wisconsin 53210

I Want To Be
(36 titles)
Childrens Press
Chicago, Illinois

Filmstrips

"Workers For the Public Welfare"

"Social Service and the Social Worker"

"Sanitation and the Sanitation Worker"

"Some Neighborhood Workers"

"The Neighborhood Doctor"

"The Neighborhood Nurse"

"The Neighborhood Pharmacist"

"The Neighborhood Optometrist"

(NOTE: Filmstrips may be obtained from Children's Press in Chicago, Illinois.)

CAREER AWARENESS
UNIT IV

Suggested Subject Area:
Math and Social Studies

Grade Level:
Intermediate

TERMINAL OBJECTIVE

After completion of the unit, the pupil should be able to describe workers in individual job families in the marketing and distribution cluster. He should be able to perform computation skills used by the workers. He should also be able to perform independent research of other job families in the marketing and distribution cluster.

SPECIFIC OBJECTIVES

After completion of the unit, the pupil should be able to:

1. Describe the occupations of six workers in the marketing and distribution cluster.

2. Perform a computation skill used by each worker.

3. Perform independent research of other job families in the marketing and distribution cluster in the *Elementary Dictionary of Occupation Titles.*

   (NOTE: The *DOT* pamphlet will be included. Other resource books may be used.)

CAREER AWARENESS
UNIT IV

TEACHER ACTIVITIES

I. Presentation of workers

(NOTE: Make certain the pupils understand fractions and the *Elementary DOT* material.)

A. Arrange for the following equipment and materials

1. Carrousel slide projector
2. Tape recorder
3. Hand-out copies of student activity sheets
4. Sheet of paper and pencil for each pupil

B. Explain to the class the unit is an audio-visual exercise

II. Performance skills

A. Have pupils follow directions on the tape

B. Encourage the pupils to interact with the tape commentary

(NOTE: The tape describes each worker and the activities of each. The performance skills are illustrated in the student activity sheets.)

III. Independent research

A. Explain the use of *Elementary DOT* pamphlet

1. Pamphlet contains occupational clusters
2. Individual job families with a listing and discussion of the function of individual occupations

B. Let each pupil choose an occupation from the list (Information Sheet)--Find the occupation in the *Elementary DOT* and read orally the description of the occupation

C. Encourage the pupils to do further independent research in the *DOT*

D. This unit should be concluded with a field trip to a privately owned business, a local company, or some area of marketing and distribution to find out about purchasing, selling, and research

(NOTE: Refer to the field trip preparations and interviewing techniques.)

CAREER AWARENESS
UNIT IV

INSTRUCTIONAL MATERIALS

Included in this unit:

A. Objectives

B. Information sheet

C. Student activity sheets

1. Student Activity Sheet #1a--Salesman/Saleslady
2. Student Activity Sheet #1b--Bookkeeper
3. Student Activity Sheet #1c--Store Manager
4. Student Activity Sheet #1d--Model
5. Student Activity Sheet #1e--Stock Clerk
6. Student Activity Sheet #1f--Timekeeper

D. Tape 2--Side 2a: Describes occupations in the marketing and distribution cluster

(NOTE: Tape is optional. Narration is provided in the student activity sheets.)

E. Slides (34-40)

34. Saleslady
35. Accountant
36. Fabric salesman
37. Store manager
38. Model
39. Stock clerk
40. Timekeeper

(NOTE: Slides are optional. Magazine pictures of marketing and distribution workers may be used.)

F. Evaluation

G. Resource materials

CAREER AWARENESS
UNIT IV

INFORMATION SHEET

I. Description of workers

A. Salesman--Usually contacts customers by telephone for appointments; he or she gives information and prices, demonstrates products, helps customers make selections, and writes up sales for customers

B. Bookkeeper--Compiles records showing the cost and amount of merchandise sold; keeps file copies on buying and selling, such as a record of the amount of money paid to the company and the amount of money the company pays out

C. Store manager--Manages retail businesses; hires, discharges, and plans work schedules for employees

D. Model--Wears, uses, or demonstrates products of a company; also sells products he or she demonstrates

E. Stock clerk--Counts, sorts, and weighs merchandise, fills orders, prepares inventories, keeps a record of goods received and issued

F. Timekeeper--Keeps a daily record of arrival and departure time of employees; he or she also calculates time worked and the amount of wages to pay employees

II. Performance activities

A. Salesman/saleslady--Compute a discount on a sale

B. Bookkeeper--Compute the amount of sales in March

C. Store manager--Compute the fraction of a work day

D. Model--Find the sizes nearest to six and one-fourth and seven and three-fourths

E. Stock clerk--Compute the amount of tables issued and the amount left in storage

F. Timekeeper--Calculate Jim's pay for two weeks

III. Marketing and distribution related occupations

A. Marketing management

1. Supervisor

2. Floor manager

3. Research director

INFORMATION SHEET

B. Marketing research and analysis
   1. Statistician
   2. Scientist (chemist, physicist)
   3. Survey worker

C. Purchasing
   1. Broker
   2. Foreign-language stenographer
   3. Jobber

D. Sales promotion and training
   1. Recruiter
   2. Teacher
   3. Advertising assistant

E. Selling
   1. Sales engineer
   2. Solicitor
   3. Pawnbroker

F. Physical distribution
   1. Warehouseman
   2. Inspector
   3. Deliveryman

CAREER AWARENESS
UNIT IV

STUDENT ACTIVITY SHEET #1a--SALESMAN/SALESLADY

Jana began working as a saleslady for a ladies apparel company. The spring hats were marked one-third off the regular price. Dresses were one-fourth off the regular price. Jana sold the following items:

1. A spring hat, regular price $15.00

2. A spring dress, regular price $40.00

Pretend you are Jana and then figure the cost of each item. How much did the hat cost?_____ ___ How much did the dress cost?_____ What would the total bill be?_____

CAREER AWARENESS
UNIT IV

STUDENT ACTIVITY SHEET #1b--BOOKKEEPER

Tom is a bookkeeper for a small fabric company. Tom records the amount of money paid out. In February, the company sold 40 yards of corduroy at $1.75 per yard. How much money did Tom record for February?_____

In March the company only sold two-thirds the amount of corduroy. How much money did Tom record for the month of March?_____

Thought questions

1. Why do you think the sale of corduroy decreased in March?_____
2. What type of fabric will sell better in March?_____

CAREER AWARENESS
UNIT IV

STUDENT ACTIVITY SHEET #1c--STORE MANAGER

Peter is a store manager. He plans the work schedule for each employee. He planed a work schedule for John, a student at the university. Using the chart below, answer the following questions: (A full work day is eight hours.)

1. What fraction of the day did John work on Monday?
2. What fraction of the day was John not at work on Monday?
3. What fraction of Tuesday did John work?
4. What fraction of Wednesday did John work?

Weekly Time Sheet

Date	Monday		Tuesday		Wednesday		Thursday		Friday	
	In	Out	In	Out	In	Out	In	Out	In	Out
March 5-9	8:00 AM	10:00 AM	9:00 AM	10:00 AM	8:00 AM	10:00 AM				
	1:00 PM	3:00 PM	3:00 PM	4:00 PM	12:00 PM	4:00 PM				

Thought question: John did not go to work on Thursday and Friday. If you were Peter, what would you do about John?

CAREER AWARENESS
UNIT IV

STUDENT ACTIVITY SHEET #1d--MODEL

Kay is a model for a large hat factory. She travels, models, and sells hats for the factory. Last summer a department store wanted to purchase two hats of the following sizes:

1. Hat size 6 1/4
2. Hat size 7 3/4

The following sizes were available in the styles the buyer wanted to purchase:

1. 1 7/8, 6 1/2, 6 3/4
2. 7 5/8, 7 3/8, 8 1/4

If you were Kay, what sizes would you suggest to the buyer?_____

Tell the reason for your suggestion.

CAREER AWARENESS
UNIT IV

STUDENT ACTIVITY SHEET #1e--STOCK CLERK

Sam is a stock clerk in the Golden Furniture factory warehouse. Sam must know how many goods are received, stored, and issued. He counts, sorts, and weighs merchandise and determines the methods of storage.

During the month of April, Sam stored 260 dinette tables. He issued three-fourths of the total amount of dinette tables stored to a deliveryman. How many tables did Sam issue?_____ How many tables did he have left in storage?_____

STUDENT ACTIVITY SHEET #1f--TIMEKEEPER

Kim is a timekeeper for the Osage Company. Kim keeps a daily record of the arrival and departure times of employees. She also pays employees for the time they work.

Kim had to calculate Jim's pay for two weeks from the chart below:

Monthly Time Sheet

	Monday	Tuesday	Wednesday	Thursday	Friday	Total Days Worked
1st Week	8:00AM-	8:00AM-		8:00AM-		
	5:00PM	5:00PM		5:00PM		3 Days
2nd Week	8:00AM-	8:00AM-	8:00AM-	8:00AM-		
	5:00PM	5:00PM	5:00PM	5:00PM		4 Days

The company pays the employees $100.00 per week for fulltime employment, which is $20.00 per day. Pretend you are Kim and use the above chart to answer the following questions.

1. What fraction of the first week did Jim work?
2. How much money will you pay Jim for the first week?
3. What fraction of the second week did Jim work?
4. How much money will you pay Jim for the second week?
5. How much would you pay Jim for the total two weeks?

CAREER AWARENESS
UNIT IV

EVALUATION

I. Orally describe six workers in the marketing and distribution cluster.

   A. Salesman

   B. Bookkeeper

   C. Store manager

   D. Model

   E. Stock clerk

   F. Timekeeper

II. Perform a computation skill used by each worker.

III. Choose a marketing and distribution occupation in the *DOT* pamphlet and read the description or function of the occupation.

CAREER AWARENESS
UNIT IV

RESOURCE MATERIALS

Books:

Come to Work With Us
Sextant System
3448 No. 34th Street
Milwaukee, Wisconsin 53210

I Want to Be
(36 titles)
Children's Press
Chicago, Illinois

"Employment Outlook for Bookkeeping Workers, Office Machine Operators"
Bulletin No. 1550-19
U.S. Department of Labor
Bureau of Labor Statistics
U.S. Government Printing Office
Washington, D.C. 20402

CAREER AWARENESS
UNIT V

Suggested Subject Area:
Social Studies

Grade Level:
Intermediate

TERMINAL OBJECTIVE

After completion of this unit, the pupil should be able to describe workers in individual job families in the construction cluster. He should be able to describe how the workers determine their activities and manner of living. He should also be able to perform independent research of other job families in the construction cluster.

SPECIFIC OBJECTIVES

After completion of the unit, the pupil should be able to:

1. Describe six workers in the construction cluster.
2. Describe the activities and manner of living of the workers, such as
   a. History and future
   b. Work environment
   c. Training or education
   d. Qualifications
   e. Advantages and disadvantages
3. Perform independent research of other job families in the construction cluster in the *Elementary Dictionary of Occupational Titles.*

CAREER AWARENESS
UNIT V

TEACHER ACTIVITIES

I. Presentation of workers

A. Reproduce the student activity sheets for hand-outs

B. Read the short story about each worker in the student activity sheets

C. Let pupils list unfamiliar words on the chalk board and find the definition in the dictionary

D. Encourage pupils to develop an occupation notebook, including

1. Pictures of construction workers

2. Articles about construction sites

II. Description of activities and manner of living

A. Continue to use the student activity sheets

B. Let pupils read orally or use tape and slides of construction workers and then discuss the following:

1. History and future

2. Work environment

3. Training or education

4. Qualifications

5. Advantages and disadvantages

(NOTE: The information is provided in the student activity sheet.)

III. Independent research

A. Explain the use of *Elementary DOT* pamphlet

1. Contains occupational clusters

2. Gives individual job families with a listing and discussion of the function of individual occupations

B. Let each pupil choose an occupation from the list, (Information Sheet) find the occupation in the *Elementary DOT*, and read orally the description of the occupation

C. Encourage the pupils to do further research in the *DOT*

D. This unit should be concluded with a field trip to a construction site indoors or outdoors

(NOTE: Refer to the interviewing techniques for field trip preparation.)

INSTRUCTIONAL MATERIALS

Included in this unit:

A. Objectives

B. Information sheet

C. Student activity sheets

1. Student Activity Sheet #1a--Construction Laborer
2. Student Activity Sheet #1b--Tool and Die Maker
3. Student Activity Sheet #1c--Cement Mason
4. Student Activity Sheet #1d--Bricklayer
5. Student Activity Sheet #1e--Glazier
6. Student Activity Sheet #1f--Plumber

D. Tape 2--Side 2b: Describes occupations in the construction cluster

(NOTE: Tape is optional. Narration is provided in the student activity sheets.)

E. Slides (41-46)

41. Construction laborer
42. Tool and die maker
43. Bricklayer
44. Cement mason
45. Glazier
46. Plumber

(NOTE: Slides are optional. Magazine pictures of construction workers may be used.)

F. Evaluation

G. Resource materials

CAREER AWARENESS
UNIT V

INFORMATION SHEET

I. Description of workers

A. Construction laborer--Performs much of the manual work around construction sites

B. Tool and die maker--Specializes in making jigs and fixtures which are devices required to hold metal while it is being shaved, stamped, or drilled

C. Cement mason--Finishes and smooths the surfaces of concrete on many types of construction projects

D. Bricklayer--Skilled craftsman who does most of his work outside; the bricklayer usually works with a crew under the supervision of a construction superintendent or contractor

E. Glazier--Cuts, installs, and replaces glass in such structures as office buildings, residences, stores, and factories

F. Plumber--Works with equipment and tools; he/she installs plumbing systems in new buildings, adds new plumbing fixtures to old buildings, and repairs plumbing in old buildings

II. Activities and manner of living

A. History and future

B. Work environment

C. Training or education

D. Qualifications

E. Advantages and disadvantages

(NOTE: The information is provided in the student activity sheets.)

III. Independent research in the construction cluster

A. Wood construction

1. Carpenter foreman

2. Hotel carpenter

3. Carpentry laborer

B. Metal construction

1. Welder
2. Pipe fitter
3. Sheet metal worker

C. Masonry construction

1. Marble setter
2. Soft tile setter
3. Plasterer

D. Electrical construction

1. Electrician
2. Lineman
3. Construction checker

E. Finishing

1. Cabinetmaker
2. Carpet layer
3. Painter

F. Equipment operator

1. Core-driller foreman
2. Bulldozer operator
3. Blaster

G. Engineering and support occupations

1. Surveyor
2. Construction engineer
3. Clearing foreman

CAREER AWARENESS
UNIT V

STUDENT ACTIVITY SHEET #1a--CONSTRUCTION LABORER

The construction laborers work in many areas of the construction field. They assist skilled workers and do much of the manual work around construction sites. Their job includes duties such as loading and unloading material, hauling and hoisting, digging ditches, wood chopping, mixing concrete, clearing grounds, driving stakes, and laying ties and rails. Laborers are a necessary part of the construction industry, the largest single industry in the United States. The construction laborer is a major contributor to our national economy and also a vital part of our national defense.

History and Future--Laborers appeared when man first began gathering and using materials to build shelters. The builders of the pyramids utilized many laborers. Throughout the years the construction industry has increased steadily.

Many job openings will arise from the replacement of construction laborers who transfer to other occupations, retire, or die.

Work Environment--Most of the work is done outside or in semi-enclosed structures.

Training or Education--No formal training is required of the construction laborer. Further training is required for those who want to advance or better themselves.

Qualifications--Laborers must enjoy working with their hands and must be physically fit. They must be reliable, competent, and enjoy working in the outdoors.

Advantages and Disadvantages--Mechanization is making the job easier. The pay is generally good and the benefits of the construction laborers are reasonable.

Some jobs are often of short duration and the work of the construction laborer is seasonal.

CAREER AWARENESS
UNIT V

STUDENT ACTIVITY SHEET #1b--TOOL AND DIE MAKER

Tool and die makers are highly skilled, creative workers whose products such as tools, dies, and special guiding and holding devices are the basis of mass production.

The largest number of tool and die makers are employed in plants producing manufacturing, construction, and farm machinery and equipment, automobiles, aircraft, and other transportation equipment. Some tool and die makers work for non-metal working industries and some even work independently.

History and Future--Employment of tool and die makers is expected to increase slowly during the 1970's.

Work Environment--Tool and die makers are employed in plants producing manufacturing, construction, and farm machinery, and some transportation products.

Training or Education--On-the-job training is from four to five years.

Qualifications--A good working knowledge of math and a mechanical dexterity is necessary. One must have the ability to do very precise work. Most employers prefer high school or trade graduates for tool and die makers.

Advantages and Disadvantages--Tool and die makers are among the highest paid machinery workers. They may advance to supervisory and administrative positions.

After four or five years of on-the-job training, several years of experience is needed to qualify for more difficult tool and die work.

CAREER AWARENESS
UNIT V

STUDENT ACTIVITY SHEET #1c--CEMENT MASON

Cement masons are engaged in many different projects ranging from small jobs such as finishing patios, floors, and sidewalks to working on huge dams and bridges, concrete highways, and foundations and walls of large buildings.

The main work of the cement mason is to finish the exposed concrete surface on many types of construction projects.

History and Future--Cementing materials were known in the earliest civilizations. The Romans built the famous "Apian Way" using a mixture of lime, volcanic ash, sand, gravel, and water. The American cement industry began in New York state in 1818 with the discovery of natural cement rock.

The future looks bright for the cement mason although technological change may have some effect on long-range employment.

Work Environment--Cement masons work concrete. Their work is active and strenuous and much of it is done outside.

Training or Education--Most employers prefer high school graduates and recommend on-the-job instruction and classroom courses.

Qualifications--Cement masons must know the different materials essential to the quality of their work. Good physical condition is important in this occupation.

Advantages and Disadvantages--Larger-than-normal paychecks frequently result from long periods of work when good weather prevails. The work is active and strenuous. The weather may hamper the mason's work since most of the work is done outdoors.

CAREER AWARENESS
UNIT V

STUDENT ACTIVITY SHEET #1d--BRICKLAYER

A bricklayer is a skilled craftsman who can take pride in a structure he has helped build. Before he/she can start work, another worker must have put in a cement base called a footing. Before laying any brick, the bricklayer must check the previous work carefully to make certain that he has an even base on which to start and that the corners are square. Bricklayers usually work in crews under the supervision of a construction superintendent or contractor.

History and Future--Brick has been used longer than any other building material. Bricks were made in the United States in 1612. Employment of bricklayers is expected to rise moderately through the 1970's.

Work Environment--The bricklayer does most of his work outdoors.

Training or Education--A three or four year on-the-job training program is preferred for the bricklayer.

Qualifications--A bricklayer must have good eyesight, good physical coordination, and good physical condition.

Advantages and Disadvantages--The bricklayer can find employment almost anywhere in the United States.

Bricklayers are subject to certain hazards because so much bending and standing are required. The work is seasonal.

CAREER AWARENESS
UNIT V

STUDENT ACTIVITY SHEET #1e--GLAZIER

The majority of glaziers are employed by independent glazing contractors. He or she works on new building construction, building alteration and modernization, and replacement of broken glass, particularly on store windows and other large windows. Glaziers work in all sections of the country. Most jobs are found in cities. In small towns, the job is sometimes done by painters and paperhangers.

History and Future--Archaeologists have evidence of glass objects manufactured as far back as 3000 B.C. by glaziers.

A very rapid increase in the employment of construction glaziers is expected through the 1970's.

Work Environment--The glaziers cut the class and put it into work.

Training and Education--Most employees prefer high school graduates and recommend the completion of three years of on-the-job training.

Qualifications--The glazier must be able to work in all kinds of weather and work well with his hands.

Advantages and Disadvantages--There are good benefits and wages although glaziers are exposed to hazards at certain times.

CAREER AWARENESS
UNIT V

STUDENT ACTIVITY SHEET #1f--PLUMBER

The plumber is engaged in many different projects. He or she puts in water heaters, tanks, bathtubs, sinks, and drainage systems. The plumber studies building plans and working drawings to determine work aids required and sequence of installations. The plumber works with metals such as iron, steel, brass, lead, and nonmetals such as glass, clay, and plastic.

History and Future--Plumbing has not always been a part of America's way of living. Some parts of the country where people still do not have water piped into their homes are known as poverty areas. Private and public agencies are hard at work to change this condition.

Work Environment--The plumber works without direct supervision, works indoors or out, and works from awkward positions.

Training or Education--Employers prefer a high school graduate. On-the-job training is available.

Qualifications--Good hand and eye coordination, full use of the arms, hands and fingers, and normal vision are necessary qualifications.

Advantages and Disadvantages--Plumbers are less affected by seasonal slowdown than other construction tradesmen. Salaries are continuing to rise.

The plumber may work around dirty, unpleasant odors.

CAREER AWARENESS
UNIT V

EVALUATION

I. Orally describe six workers in the construction cluster.

   A. Construction laborer

   B. Tool and die maker

   C. Cement mason

   D. Bricklayer

   E. Glazier

   F. Plumber

II. Orally describe the activities and manner of living of the workers, such as

   A. History and future

   B. Work environment

   C. Training or education

   D. Qualifications

   E. Advantages and disadvantages

III. Choose an occupation from one of the job families in the construction cluster and read the description or function of the occupation.

CAREER AWARENESS
UNIT V

RESOURCE MATERIALS

Books:

Come to Work With Us
Sextant System
3448 North 34th Street
Milwaukee, Wisconsin 53210

I Want to Be
(36 titles)
Children's Press
Chicago, Illinois

Tape recordings of occupations:

American Occupation Series
Jonesboro, Arkansas
Educational Sensory Program

1. Bricklayer--Carpenter
2. Cement Mason--Construction Laborer
3. Plasters--Plumbers--Pipefitters
4. Tool and Die Maker